

## CHAPTER I

### INTRODUCTION

#### **A. The Background**

The State Senior High School of Karangpandan is Autonomy Criteria School that is commonly called National Standardized School in Karanganyar regency, and next year will be promoted to be Pioneering as International Standardized School, it has more than 1000 students supported by hundreds of teachers and office staff tends to increase and increase its existence either in its complete hard wares as well as its soft wares. In this case the competence of its teachers in leading their students to be qualified graduates especially in mastering English as a language that be used as a means of international communication.

The writer observes that the role of English is very important for a large High School of Karangpandan. It seems that the teachers and the students should master and use English well.

The use of English as a means of communication especially in speech, for the students is compulsory, because mastering English is a priority for many second or foreign language learners. Jack Ricard (1990) says that “The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of English course on the basis of how well they feel they have improved in their spoken language proficiency”

As an English teacher, the writer was faced by two choices in teaching English whether for achieving good national examination grade (in written test) or for training the students to speak English as a means of communication well. It seems achieving good national examination grade (in written test) is the main target, because the success measurement of English learning is determined by how good the result of national exam grade in written test is. The learning and teaching process in the classroom today is just how to do the test in written.

The fact that many students in the State Senior High School of Karangpandan got difficulties in speaking English. Even some of them got a very low speaking competence. They still encounter some problems in using their English for speaking because they do not have adequate practice time and guidance. The students still have difficulties in speaking, since they may have no interests and motivation, and the purpose of speaking was never explained to them. As a teacher, the writer saw that the condition also happened in the State Senior High School of Karangpandan. It was unfortunate that many students still got very low speaking competence. Therefore, it is the teacher's task to teach speaking in a such way, so that the students can participate the lesson eagerly. In this research, the writer, as English teacher, classified the difficulties into qualitative and quantitative.

Based on quantitative data, the writer found that the students, based on speaking assesment as a pre-test, who got mark more than 81 were only 3 students. Those who got between 71 and 80 were 5 students, and the other

students got less than 7.0 from totally 22 students in that class. Shortly, they did not have fluency expressions as well. Their fluency can be described that they spoke very slowly, and they often stopped for few minutes before speaking. They did not have fluency expressions as well. In short, the students who fulfill the minimum passing grade (*KKM: Kriteria Ketuntasan Belajar Minimal*) of speaking are only 36.4% .The result, of course, can't be said as satisfying result. KKM is very important as it is due to now, every school must use 'School Level Based Curriculum (*KTSP: Kurikulum Tingkat Satuan Pendidikan*). This curriculum has certain policy that each school has to fulfill minimum passing grade (KKM) for every subject, not only for English.

From the qualitative data, the writer interviewed some of the students that they didn't show their speaking competence well. Some students often mispronounced certain word(s), often misunderstood with the expected answer, they had neither good structure, nor fluency expressions as well.

When the writer asked them about their difficulties to express their English orally or to respond someone else's questions, three of them stated that they didn't have serious problems to learn English. Two of them said that actually they enjoyed learning spoken English but they got difficulties to express or to respond it. They mentioned the reasons why they got various difficulties, because they rarely practice, and because of their limited vocabularies.

However, based on the writer's observation, the students actually have high motivation to learn and to improve themselves. It can be seen from their participation in joining the class enthusiastically and their attention to the teacher's instruction attentively. They respect their teacher much. Besides, they have good marks in their written English evaluation in both the mid semester and the end semester tests.

Pertaining to the students' problems, there are many factors causing their difficulties in achieving speaking competence. Based on the interview that the writer got from either some students or the teachers informally, the causes are as follows.

Firstly, in teaching speaking, the teacher tended to teach text comprehension monotonously. For example, when he taught a certain topic, he just explained the expressions related to the topic while the students listened to the teacher's explanation, and took notes, or even for some took a nap for sometime.

Then, he asked the students to look at the structured dialogues which had been stated in the text book to read together after him. After that he asked some of them to practice the dialogues in front of the class in pairs.

Finally, he asked them to answer the comprehensive questions dealing with the written topics. The teacher would feel satisfied if the students could answer the questions correctly.

The weaknesses of what the teacher did above were as follows;

Firstly, the students didn't have enough rehearsal time to practice or to express their English so that they could not interact with one another in English simultaneously. They also tended to be shy, nervous, doubtful, inferior, and afraid to make mistakes because they seldom used English to communicate with others. Besides, they didn't have creative and innovative activities.

Secondly, the teacher oriented his teaching at the written test held in the mid or end semester, even in the final exam. The teacher felt guilty if the students could not do the test correctly, because their English mark automatically would be bad or less than the standard score.

Thirdly, there was no specific time allocated to evaluate the students' speaking skills at the end of semester or final exam. This caused the teacher tend to ignore teaching speaking communicatively. The mark of speaking skill was taken from the teacher's daily observation.

Fourthly, the teacher still teaching the students with routine activities without realizing that it would make the students bored and lost their attention to the teaching learning process. As a result, the students were not able to catch the material easily because they lost interest and participation. This is stated by Douglas, "Routine activities in learning can make the students bored. As the result, their motivation and participation in learning will decrease" (1987:p. 48).

The interest becomes a crucial factor to consider in deciding teaching learning activities for the students. In other words, the teacher should

be able to apply the right technique and approach which can increase the students' interest in the learning process in the classroom. This means that the technique and approach used by the teacher in teaching English to the students should be able to create an interesting atmosphere, so that the students will be enthusiastic during the learning process.

Besides, in teaching English, the teacher has to be able to make the students participate in discussing the materials actively, so that they will be able to understand what they are learning in the class and also express their own English orally. The most important thing to carry out the English teaching is that the teacher has to be able to use the appropriate approach, design, and procedures. Here, the teacher has a very important role in managing and creating the class lively. Although the class looks crowded but it is enjoyable.

One of the ways in improving students' speaking skill is by giving Role Play as a form of English learning activity in the classroom, Elizabeth F. Barkley (2004: p. 150) says that Role Play is a created situation in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish learning goal. This is aimed to improve the English atmosphere in the classroom. In Role Playing students are set up in certain situations and they interact with one and other friends by using English. By doing so the students are motivated in speaking English because they have to play their own role by using English.

One of the techniques suggested for developing speaking competence is role play. According to Joanna Budden that role play is any speaking activity when we either put ourselves into an imaginary situation. Role play is a highly flexible learning activity which has a wide scope for variation and imagination notation, (British Council, Spain). Meanwhile, Ladousse (1996: p.7) says that role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom, and increases motivation. Here, peer learning is encouraged and there is sharing of responsibility between the teacher and the learner when learning process takes place.

Mark (1966) in Fauziati says that one of the methods for developing speaking skill is role play. It is creating a dramatic situation in a classroom, or in a part, simply acting out dialogue, and also in part relabelling objects and people in the room to prepare for imaginative role play. Such a role play can help teachers expand the classroom indefinitely and provide natural contexts for the language being used (p. 127)

As for the reasons for choosing role play as teaching technique according to Ladousse; it can improve learners' speaking skills in any situation and help learners to interact. For the shy learners, role play by providing a mask where learners with difficulties in conversation, are liberated. In addition it is fun and most learners agree that enjoyment leads to better learning (p.7)

Besides, role play is very important in communication language teaching because it gives students an opportunity to practice communicating in different social context and in different social roles. Therefore, communicative language teaching (CLT) approach is very appropriate to support the above problem because this approach is learner-centered and emphasizes communication in real life situation (Fauziati, 2009:p.143)

Based on the way the teacher carries out teaching as described previously, the potential of the role play to solve the problems that the teacher faced in the State Senior High School of Karangpandan, the writer would like to carry out a research to improve the student English speaking competence in mastering English especially at the eleventh grade students of Immersion Program 1. In this case, the writer applies role play as a teaching technique in teaching English that the most likely will facilitate the students in mastering English speaking competence. The writer attempts to make an effort to improve the students' achievement in learning English. It is also aimed to change the atmosphere in the classroom, so that the students will feel more comfortable and interested in learning, and they feel easy to communicate to other people in English.

Related to the phenomenon above, in this research the writer would like to conduct a research about **“Improving Student Speaking Skill by Using Role Play”** (An Action Research, in Eleventh Grade of Immersion Program of The State Senior High School of Karangpandan in 2009/2010 Academic Year)



## **B. Problem Formulation**

Based on the background of the study, the writer would like to know whether the use of “Role Play” in teaching speaking skill can improve the students’ English speaking ability. The problem can be formulated as follows:

1. How does the use of Role-Play improve the students’ speaking skill in the State Senior High School of Karangpandan eleventh grade of Immersion Program 1?
2. How effective is the use of Role Play in improving the speaking competence at eleventh grade students of Immersion Program 1 of the State Senior High School of Karangpandan?
3. How are the strengths and weaknesses of the application of Role-Play at eleventh grade of Immersion Program 1 the State Senior High School of Karangpandan?

## **C. The Objectives of the Research**

Based on the background of the study and the formulation above, there are three objectives that are expected to be achieved in this study to answer the questions stated above. However, the writer wants to elaborate the objectives of the study as follows:

### 1. General Objectives

The general objective is to find out whether the use of Role-Play in teaching English improves the students English speaking competence at the eleventh grade students of Immersion Program in the State Senior High School of Karangpandan.

### 2. Specific Objectives

- a. To find out whether Role-Play improves the speaking competence of the students' speaking skill in the State Senior High School of Karangpandan eleventh grade of Immersion Program 1.
- b. To find out the effectiveness of Role-Play in teaching English speaking at the eleventh grade of the Immersion Program 1 of the State Senior High School of Karangpandan.
- c. To find out the strengths and weaknesses during the application of Role-Play technique in the State Senior High School of Karangpandan eleventh grade of Immersion Program 1.

## **D. The Benefits of the Study**

The research result is expected to be able to give some benefits for the teacher who teaches English at Eleventh Grade of Immersion Program 1 of State Senior High School of Karangpandan, because the teacher can get a description about how to use the teaching technique English to senior high

school students effectively suitable with their characteristics. Besides, it can lead him/her how to create an interesting and comforting atmosphere in the classroom so that the students will not feel bored to join the learning activity. In addition, their motivation to master English speaking ability will increase.

The benefits for the students, that it can provide a more comforting and interesting situation in the classroom so that they will be more interested in joining the class. Dealing with their English speaking ability in learning English, they will feel easy to master the language by practicing the dialogue using role play, and they will be able to increase their English achievement, especially in speaking English.

While, as for the benefits for the readers, the research probably will be used as additional reference for those who want to conduct a research on English teaching process, especially in improving students' English speaking ability. It also can be used to add knowledge relevant to English teaching process.

Last but not least, the writer as the researcher hopes that other researchers can utilize the results of the research as a step of a larger scope for a similar research.